

INSPECTION REPORT

NABURN CE PRIMARY SCHOOL

Naburn

LEA area: City of York

Unique reference number: 121357

Headteacher: Mrs V Campbell

Reporting inspector: Mrs R S Rodger
10347

Dates of inspection: 11 – 13 March 2002

Inspection number: 190828

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Naburn York
Postcode:	YO19 4PP
Telephone number:	01904 4PP
Fax number:	01904 633287
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Neilson
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10347	Mrs R S Rodger	Registered inspector	Mathematics Information and communication technology Geography History Physical education Foundation Stage	What sort of school is it? What should the school do to improve further? The school's results and the pupils' achievements How well are pupils taught? How well is the school led and managed?
9399	Mr R Watts	Lay inspector		Pupils' attitude, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19774	Mrs M Docherty	Team inspector	English Science Art and design Design and technology Music Religious education Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Naburn CE Primary school is situated in a small village on the outskirts of the city of York. Seventy pupils attend the school, including 21 pupils who travel from the neighbouring village of Stillingfleet by school bus. The pupils are mainly from socially advantaged backgrounds. Seven pupils have special educational needs, including two pupils receiving outside support. The proportion of pupils with special educational needs is well below the national average. There are no pupils with English as an additional language. The number of pupils entitled to a free school meal is low compared to most other schools. Numbers on roll have increased since the last inspection by almost a half. There are now five teachers working at the school. The pupils are taught in three mixed-age classes, one in the infants and two in the juniors. Children in the reception class are taught separately in the newly built annex with their own teacher for some of the time and then they work alongside all the other pupils in the infants for group work. There are currently nine pupils in the reception class. Attainment on entry to the school is above average according to the results of the assessments completed during the children's first term in school. Inspection findings support this judgement. The school has applied for the Quality Art Mark award to recognise the outstanding artwork produced by pupils at the school.

HOW GOOD THE SCHOOL IS

This is a very effective school. It is very well led by an inspirational headteacher who provides her staff with an effective role model through her own excellent teaching. The subject specialist teaching in English, mathematics, science, art and design and information and communication technology in the juniors is a strength of the school and contributes very effectively to the very high standards achieved by pupils in Year 6. The overall quality of teaching is very good. Pupils have very good attitudes to their work and enjoy school. Attendance rates are excellent. Innovative use has been made of the limited accommodation to provide pupils with access to the full range of the curriculum in small class groups as well as in mixed age classes. The school provides good value for money.

What the school does well

- Standards in English, mathematics, and science are well above average by Year 6.
- Standards in art and design and dance are exceptional.
- Teaching is very good.
- Pupils are keen to learn; this makes a significant contribution to the progress they make in lessons.
- The curriculum and the pupils' personal development are enriched through opportunities to take part in performances and to represent the school in sporting events.
- The headteacher is a very effective, inspirational leader and is well supported by her staff and the governing body.

What could be improved

- There are no major areas for improvement but the governors may wish to include the following minor weaknesses in their school improvement plan:
 - the clarity of communication to parents;
 - statutory required information in the governors' annual report, the school prospectus and the pupils' annual reports;
 - behaviour management strategies where necessary.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. It has continued to build on the strengths identified then and improvement has been very good. High standards have been sustained in English, mathematics, and science by the age of eleven. Standards in information and communication technology, history, geography, music and physical education are higher now than they were at the last inspection. The provision for the children in the reception class is now very good. The quality of teaching has improved in the infants and is good overall. Assessment procedures are much improved. The accommodation has been improved with the addition of an extra classroom and annex for the reception aged children. There are more staff to teach the pupils.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A	A*	A
mathematics	A*	A	A*	A*
science	A*	B	A	A

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table above shows that in the national tests for Year 6 pupils the results in 2001 were well above average in English, mathematics, and science. The results in English and mathematics were very high indeed and in the top five per cent of schools nationally; this is excellent. The proportion of eleven-year-olds exceeding expectations was very high in mathematics, well above average in English and above average in science. The trend of improvements in test results at the age of eleven is in line with the national trend. The results of the 2001 national tests for seven-year-olds were well above average in reading and writing. They were very high in mathematics and in the teacher assessments for science. A well above average proportion of pupils exceeded the national expectation in reading, writing, and mathematics and in the teacher assessments for science. In reading, writing, mathematics and science, the results were in the top five per cent of schools nationally. The cohort size was small and there can be considerable variation in results from year to year. It is therefore necessary to treat the results of national tests with caution.

Children in the reception class are on course to exceed the early learning goals for each area of learning by the time they start in Year 1 with well above average levels attained in mathematical development. Throughout the school, most children were working beyond the expected national levels for their age. The educational value added by the school is good by the time that the pupils leave at eleven due to very good teaching and learning. Standards on entry to school are above average. The school has exceeded its targets for English and mathematics by Year 6. Attainment in Year 6 is very good. Standards in lessons in Year 6 match the high attainment in the 2001 national tests in English, mathematics, and science. Standards in art and design and the dance element of physical education are exceptional in Year 6 and pupils achieve very well due to very good specialist teaching. Standards in information and communication technology, geography, history, and music are above average. Standards are satisfactory in design and technology and religious education. Standards in Year 2 are above average in English, mathematics, and science. They are also above average in information and communication technology, dance, art and design, music and geography. They are satisfactory in design and technology and religious education. There is insufficient evidence to make a judgement about standards in history.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy learning; they concentrate and persevere with challenging work. They are enthusiastic and proud to represent in the school in many ways
Behaviour, in and out of classrooms	Good overall. Pupils get on with their work and teachers are able to concentrate on teaching with very little need to spend time on behaviour management in the main. Pupils behave well in and around the school. There are a few instances of rough play at lunchtimes, which are dealt with appropriately. Minor instances of misbehaviour in the infants are also dealt with when they arise but less effectively.
Personal development and relationships	Very good. Relationships between the staff and the pupils are very good. Pupils willingly take responsibility, and show very good levels of respect for each other in lessons.
Attendance	Excellent. Overall attendance was very high last year in relation to the national average for primary schools

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Good	Very Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is very good. The teaching of children in the reception class is very good and sometimes excellent. The quality of teaching in English and mathematics is very good in the juniors and is strengthened significantly by the subject specialist teaching as all pupils have the same teacher for four years in English, mathematics and science. The basic skills are given a very high priority from the moment children start school in the reception class. Planning is detailed and in all classes provides appropriately matched to the different age groups and abilities in the class. There is a good level of challenge for high attaining pupils, especially in the junior classes. Pupils are provided with work that makes considerable demands on their intellectual and creative capacity. Very good teaching is characterised by very high expectations. Clear explanations and positive relationships give pupils confidence to succeed as they use their creativity to explore ideas. Excellent teaching of dance featured very good progress through the lesson due to the measured and effective demonstration and good encouragement for pupils to perform at their very best. In the satisfactory lessons in the infants, most pupils gained worthwhile experiences from the teaching. On occasions in satisfactory lessons, however, too much time is spent keeping pupils on task due to distractions in the group and lack of clarity in some of the explanations so that pupils did not quickly understand what they have to do. Pupils with special educational needs are well integrated into all lessons and make good contributions due to the encouragement given by teachers. Pupils are generally given an appropriate amount of homework and several take initiative to research and bring books from home to support schoolwork.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced. Modifications to the national strategies for literacy and numeracy are working effectively. A good range of educational visits enriches the curriculum. The curriculum is fully inclusive with all pupils benefiting from extra-curricular activities and the opportunity to take part in creative and performing arts performances.
Provision for pupils with special educational needs	Good. Statutory requirements are well met. Pupils work alongside their classmates and are provided with additional support from classroom assistants when required.
Partnership with parents	The school's links with parents are satisfactory and they are provided with an appropriate amount of information. Parents praised the high standards and said their children liked school but that the school does not work closely enough with them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual development is very good and has improved since the last inspection. Many opportunities are provided through music and art and design to reflect on the non-material aspects of life. Moral development is very good. Pupils have strong sense of right and wrong. The behaviour policy is generally well implemented. Provision for social development is good. The provision for cultural development is good. Pupils learn about the diversity of cultures through art and design, dance and music.
How well the school cares for its pupils	Satisfactory procedures for ensuring that the pupils are well cared for. Training in some aspects of child welfare needs to be updated and systematic records need to be kept of health and safety checks. Assessment procedures are now very good and provide an effective record of pupils' achievements and areas for improvement in all subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The inspirational leadership of the headteacher is the key to the success of the school. She has a very clear vision of what sort of school it should be. Subject leaders are successful in maintaining high standards and use their talents to support staff effectively through the encouragement they give. Rigorous checking of teaching ensures that all staff are working towards the exacting standards set by the headteacher.

How well the governors fulfil their responsibilities	Good. An improving situation since the previous inspection. The composition of the governing body has recently changed and the new chair is well-experienced and brings a greater sense of urgency to actions needed to move the school forward.
The school's evaluation of its performance	Very good, whilst much of the evaluation is informal due to the close teamwork of the staff the school improvement plan is based on a systematic self review of progress and is an appropriate reflection of the future direction of the school
The strategic use of resources	The school attempts to secure best value and uses local workers to carry out minor jobs. A rigorous selection process to recruit new staff in recent years has been very effective. Additional funds are used effectively to employ teaching assistants. The school provides good value for money.

The accommodation is still as restricted for physical education as it was at the time of the last inspection. However, the school compensates for the lack of gymnastic equipment by including gymnastics within dance and making use of the village hall, which is just adequate in terms of space.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching and the progress their children make • The way their children are expected to work hard and make progress • The leadership and management • The way their children become mature and responsible 	<ul style="list-style-type: none"> • The way the school works with parents • The behaviour of a minority of pupils in the infants • Instances of bullying in the juniors

The inspection team agrees with the positive views of the parents. They found that there are sufficient opportunities for parents to discuss progress of their children, but these need to be communicated more clearly to parents. There is a minor issue concerning behaviour in the infants about which the school are aware and has strategies in place to deal with instances as they arise. No instances of bullying were observed during the inspection but discussions with staff indicate that this has been an issue in the past.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school with above average levels of attainment. They achieve well and by the end of their time in the Reception Year are likely to have exceeded the early learning goals in all six areas of learning with well above average levels of attainment in mathematical development. The children achieve well because they are taught very well and work together as a group of nine for most of their instruction and explanatory work in communication, language and literacy, mathematical development and knowledge and understanding of the world. The children demonstrated their knowledge and understanding in several areas of learning as, for example, they recorded how they travelled to school and made a block graph showing the most common method of travel. In another lesson, as the children discussed how to keep a teddy bear dry, they showed a developing understanding of prediction and fair testing as one child said "it won't be fair if we do not use the same amount of water to test each piece of material". The children work alongside the younger Year 1 pupils in the village hall for physical development. In one lesson, they demonstrated good attainment of the early learning goals in physical development as they moved around showing very good spatial awareness and responded well to requests to adopt rigid movements and move like a teddy bear.
2. At the end of Year 2, current standards are above average in writing, reading, mathematics, and science. Pupils generally make good progress. Current standards are not as high as the 2001 national tests because the cohort of pupils is different and the small numbers makes comparisons with different year groups unreliable. Standards in 2001 were well above average in reading and writing. They were very high in mathematics and in the teacher assessments for science. Pupils show good understanding of the books they read and can read unfamiliar words from the overall meaning of the sentence using their knowledge of the sounds of letters. High attaining pupils, for example, can hold the thread of a plot and a sub-plot and explain what is happening in both. Pupils are able to reflect on what they read and relate it to their own lives. Pupils read widely at home and school and have a very good knowledge of a range of authors. In mathematics, pupils work with large numbers mentally with confidence because of their daily oral and mental sessions. Good emphasis is given to investigative and exploratory work to promote pupils' curiosity in science, which means that pupils have good levels of understanding of ideas such as fair testing and permeability. Standards are also above average in art and design, geography, information and communication technology, music and physical education. No judgement has been made on standards in history in Year 2 because of insufficient evidence. Standards are satisfactory in design and technology and religious education. Standards in core subjects are high because the teachers demonstrate good knowledge of the subject and have high expectations of what pupils can achieve. Pupils have very good attitudes to their learning and enjoy their work, which is a contributory factor to good achievement.
3. Standards are well above average in Year 6 in English, mathematics, and science. This is due to consistently very good teaching by specialist teachers, with a very good level of specialist knowledge of the subjects, who teach all the pupils for all their time in the juniors. Expectations of what the pupils can achieve are very high and they are set consistently challenging work in all three of the core subjects. Work is well planned and well matched to the range of abilities, so all pupils, whatever their ability make very good progress. High attaining pupils make exceptionally good progress by Year 6 due to very high expectations. The small number of pupils with special educational needs are well integrated, achieve well and are expected to attain the national expectation in the 2002 national tests.
4. Standards in lessons in Year 6 match the high results in the 2001 national tests in English, mathematics, and science. Year 6 pupils understand how to use connectives and what a subordinate clause is due to effective explanation and demonstrations. Due to high expectations and a high level of challenge pupils provided scientific explanations from their experiment to test the viscosity of various liquids and used their existing knowledge on which to base their predictions. Pupils regularly record their findings as line graphs or as pie charts. Younger pupils identified a range of variables to be taken into account as they discovered how to make a test completely fair. Pupils apply their literacy skills well in other subjects such as history where they engage in a wider range of writing genres, such as recounts, non-chronological reports and letters, all of which are written to a high standard in a fluent, italic handwriting style correctly spelt and punctuated.
5. In Year 6, standards in art and design and dance are high. Standards in information and communications technology, geography, physical education, history, and music are above average. They are satisfactory in religious education and design and technology. Standards in lessons have improved since the last inspection in all subjects.

Pupils' attitudes, values and personal development

6. Pupils display very good attitudes to the school and its activities. This is very much the same as the judgement at the last inspection. In the opinion of parents, their children enjoy school. Pupils remarked on how much fun some lessons were, for example science, and this is well demonstrated in their observed response to the very good teaching in that subject. They appreciate the small class sizes and the intimate, family atmosphere of a small school. When they come into school, they quickly start some productive activity and are ready to begin formal learning as soon as required. Because of the mixed age classes and hence the range of work for pupils within one class, they are often required to work semi-independently of the teacher and they do this sensibly and conscientiously. They concentrate well and work hard to solve problems. They are enthusiastic about doing things outside the classroom, taking a strong part in extra-curricular activities.
7. Pupils behave well both in lessons and in other activities around the school. Near all pupils are keen to learn and hence act in a manner that makes it possible for teachers to spend very little time on behaviour management and concentrate fully on their teaching. For these pupils, teachers only occasionally need to use a quiet word in lessons to keep them focused on their activity. This has a positive impact on the good or better rate of learning seen in the majority of lessons. However, a few pupils with identified behavioural problems sometimes cause minor disruption. Sanctions for these pupils are in place. The concerns of some parents at the parents' meeting, in the questionnaire and in written responses about behaviour and bullying are linked to the behaviour of this small minority. Some pupils are concerned about roughness but are generally satisfied that the school tackles these problems well. Pupils' behaviour in assemblies is very good and even the very youngest children sit quietly and listen attentively. Pupils eat their lunches in mixed age groups in a civilised and sociable way. Pupils clearly understand the difference between right and wrong and the reasons for rules. There have been no exclusions of pupils for many years. Pupils treat all the things they work with and the property of others with great care. They delight in the wide range of artefacts and their own pottery work displayed around the school.
8. The personal development of pupils is very good, as are relationships within the school. Staff give excellent role models in their work and most pupils respond by treating each other with care and respect. Pupils willingly take responsibility for small jobs because they see this as their contribution to the harmonious life of the school. In class, there is a strong rapport between adults and pupils in almost all lessons. Pupils show respect for those younger or less able and help them when necessary with sensitivity. Pupils work well to support each other, discussing problems and making suggestions to each other about improving their work. Pupils generally have a good awareness of the impact of their actions on others and recognise that, although others might hold different beliefs to them, they should be tolerant. The overall attendance last year was very high in relation to the national average for primary schools, with no unauthorised absence. Very few pupils arrive after the official start time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

9. The quality of teaching throughout the school is very good. Teaching was excellent in four lessons, very good in seventeen lessons, good in six lessons and satisfactory in two lessons. No teaching was unsatisfactory. This is a very good improvement since the last inspection improving the quality of teaching in the infants was an issue. Overall teaching in the reception class is very good, good in the infants and very good in the juniors. A strength of teaching in the juniors is the specialist knowledge of the three teachers, including the headteacher who takes responsibility for teaching English, mathematics, science, design and technology and art and design for each year in the juniors. Pupils learn very effectively in those lessons due to the very high expectations, which leads pupils to become very creative and to make very effective use of their intellectual capacities.
10. The teaching of the basic literacy and numeracy skills is given a very high priority. The school has modified the National Literacy and Numeracy Strategies to meet the needs of mixed age classes. Oral and mental mathematics sessions are held every day and pupils learn their multiplication tables through arm and leg actions which is very effective for those pupils struggling to remember more difficult multiplication answers; they also enjoy the active nature of this method. Additional time is given to creative writing as well as the writing that is expected in other subjects. The teaching methods are very effective as pupils learn a range of skills and understanding which enables them, for example, to write poetically with a good sense of rhythm and use of metaphors and strong language to capture the moment.
11. All staff have worked hard to achieve a successful and manageable planning system. Weekly plans include very clear objectives for each year group and in the core subjects for the different abilities within each year group. Daily assessment of what the pupils have learned is annotated on plans and used to inform the next day's work in

mathematics and English. The medium term plans are linked to long-term plans that indicate when aspects of the National Curriculum programmes of study are to be taught. Support and additional work for pupils with special educational needs is clearly stated. The classroom assistant working in the Foundation Stage and the infants has a very detailed outline of the work she is expected to do with small groups of pupils.

12. Pupils work hard and are spurred on to do so by time targets and high expectations as to how much can be achieved in a lesson. Introductions to lessons are well explained, demonstrations are effective, and pupils are encouraged to explain their ideas. The work provided for older pupils makes considerable demands on their intellectual and creative capacity, for example, in mathematics, very good encouragement is given to pupils to explain their mental calculations and to use their notebook to jot down ideas as they work out complicated subtraction and addition problems. Pupils are very effectively managed. The pace of learning is very good and pupils are very productive, frequently volunteering to complete work at home. A very effective feature throughout the school is the way pupils' show their interest in their work by working with very good levels of concentration and independence as the teacher works with another age group. Pupils show a very good level of knowledge and understanding about the work that they have completed in the past. Lessons are clearly structured and support staff are effectively deployed to support pupils with special educational needs. Very good use is made of the very limited space in the school. In the infants, the three groups of pupils move between the classroom, the conservatory and the library area outside the classroom to ensure that pupils can be taught in their age groups for much of their time in school.
13. Pupils have an acceptable amount of homework to do. Parents feel that their children have enough to do out of school without the additional burden of homework. Many out of school activities provided at the school, such as music tuition, have an educative strand to them. Pupils are keen to extend their knowledge and understanding and readily bring material for topics and books from home to support their learning. The interest, concentration and way in which pupils can get on independently contributes significantly to the high standards achieved by the time pupils are in Year 6.
14. There are particular strengths in the teaching of English, mathematics, science, information and communication technology, art and design, dance and the six areas of learning in the Foundation Stage. A very small amount of satisfactory teaching in the infants could be improved by encouraging pupils to explain their mental calculations; demonstrating styles of writing; and requiring them to record outcomes of investigations in science by drawing and labelling their own pictures. At present, they spend too much time completing work sheets that lack challenge.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

15. The quality and range of learning opportunities for all pupils, including those for four- and five-year-olds in the reception class, are very good overall, reflecting the good and often very good teaching that the pupils experience. Over the period of the school year, all the subjects of the National Curriculum and religious education are taught to pupils aged from four to eleven, despite the restrictions of accommodation and staffing in this very small school. The curriculum is very carefully planned over two years in the infants and over four years in junior classes to ensure that pupils receive their full curriculum entitlement in mixed-aged classes. Pupils achieve good and often very good standards in most subjects by the time they are eleven. Care is taken to avoid unplanned repetition of subject content and gaps in the development of subject-specific skills, which pupils develop progressively as they go through the school.
16. The school has invested in government-recommended schemes of work in all subjects and teaching guidelines for literacy and numeracy which it has adapted to meet the needs of its own class groupings and teaching arrangements. In the core subjects of English, mathematics and science pupils are generally taught in separate year groups, which ensures that they are appropriately challenged for their age. In non-core subjects, work is planned with open-ended tasks to allow pupils to work at their own level of attainment. For example, design and technology work in all teaching groups this term is focused on textile work with clear and appropriately levelled design elements. Pupils work within the subject's programme of study, with younger pupils making puppets and older pupils designing, making and evaluating a variety of products, for example slippers and money-containers, to particular specifications. The school interprets statutory requirements in stimulating and well-structured ways, providing opportunities for pupils to achieve high standards, especially in core subjects, and offering additional opportunities, particularly in the creative and performing arts. The school takes very good care to ensure that pupils have access to the full range of learning experiences and promotes high achievement and successful personal development for every child.

17. Policies and schemes of work have been written and implemented and are supporting curricular continuity and progression in learning, with long-term planning fully reflecting the special arrangements which have to be made for mixed-age classes. While there is potential for omission from the curriculum, the school has taken great care to ensure that pupils develop understanding, knowledge, and skills progressively in each subject. Daily planning provides the level of detail needed to support the grouping arrangements in the mixed-age classes.
18. Provision for pupils with special educational needs is generally good. Pupils work alongside their classmates and are given additional support from teaching assistants when required. The statutory requirements identified in the code of practice for special educational needs are all well met. All members of staff, including teaching assistants, support pupils with emotional and behavioural difficulties and their targets inform teaching. Lesson plans rarely identify in detail the specific work planned for pupils with special needs, though with such small numbers all members of staff are aware of the school's targets for special education needs. The quality of individual education plans for pupils with special needs is mainly satisfactory and pupils make good progress, particularly when supported by teaching assistants. The needs of pupils with emotional and behavioural difficulties are not specifically met in some lessons and this has implications for the educational opportunity for the rest of the class.
19. A programme of extra-curricular activities and a good range of educational visits enrich the statutory curriculum. The school makes good use of its location close to the historic city of York, the River Ouse and a number of art galleries and museums. They also take advantage of the local education authority's artist-in-residence scheme, which this year has provided an acclaimed potter to work with clay in the school. The results of this initiative are evident around the school and will soon be exhibited in the York Art Gallery.
20. The effectiveness of strategies for teaching literacy and numeracy skills are evident in the high standards the school achieves at the end of each key stage and in the National Curriculum tests which all seven- and eleven-year-olds take.
21. A broad range of out-of-school activities is provided, particularly in sports, music and the arts, which allows pupils to take advantage of opportunities to learn from specialist teachers on the staff and sports coaches for cricket and football. Such opportunities add to pupils' social and competitive experiences.
22. The school works hard to ensure that the curriculum is an inclusive one, with all pupils benefiting from classroom and extra-curricular provision. A high percentage of pupils are offered the opportunity to have musical instrument tuition and the whole school is involved in annual dramatic productions, dance festivals and exhibitions. The school provides for personal and social education, including aspects of health, sex and drugs education, to ensure that pupils are well prepared for the opportunities, responsibilities and challenges of secondary schooling.
23. Provision for pupils' spiritual development is very good. This is an improvement since the last inspection. There are opportunities, particularly in art and design and music, for pupils to reflect on the non-material aspects of their lives. The artwork produced by the children is displayed around the school and offers pupils opportunities for reflecting on sources of great beauty. Music is carefully chosen for playing during assembly, and pupils are provided with a moment to reflect on this as they listen and reflecting on its beauty. Poetry of great power is read to children as a preparation for expressive writing, and frequent opportunities to listen and reflect on poetry for its own sake are provided, for example, pupils listened attentively to the opening stanzas of Dylan Thomas's 'Under Milkwood'. Pupils learn to develop respect for themselves and others and show concern and compassion as they discuss their values and beliefs and the way they impact on peoples' lives. Teaching values the responses made by pupils as they are encouraged to express their own thoughts, ideas and concerns.
24. Provision for moral development is very good. Moral education for pupils is developed through such lessons as religious education and other subjects in the curriculum. Pupils are very effectively taught to distinguish between right and wrong, and the school's behaviour policy is well implemented by all members of staff. Rules and expectations are communicated to pupils at the start of lessons and when pupils misbehave. A key feature of the behaviour policy is the importance of the pupils' right to learn in orderly classrooms and to feel secure in the playground. Teachers have secured the co-operation of pupils in the mixed-age classes, which allows them to work with particular age groups and on particular topics without being interrupted or wasting time because of inappropriate behaviour of the unsupervised groups. Teachers and other members of staff treat pupils with great respect and courtesy and thereby act as good role models. They are very responsive to pupils' contributions in lessons and use children's misunderstandings to broaden all pupils' awareness in particular subjects. In this way pupils are confident that their contributions are valued and that appropriate courtesies will always be exchanged, and this in turn helps them offer the same in their own social settings.

25. The provision for social development is good. Pupils are given good encouragement to take responsibility. Older pupils care for younger pupils at lunchtimes, which are very orderly. Pupils have a good level of self-discipline that is evident in the ways in which they take responsibility for their own learning in lessons and in assemblies. Pupils work very well together in small groups or in pairs.
26. Provision for cultural development is good overall, which is an improvement since the last inspection. Pupils learn in religious education about the diversity of faiths and many opportunities are provided within arts education for pupils to experience drama, music, and art and design from a range of traditions, currently mostly from Europe. The work on display ensures that pupils have an opportunity to reflect on the world and its natural design and colour. Pupils' own watercolours are beautifully framed and works on sunsets in fiery reds and yellows draw a sense of awe and wonder from those who view them. The school promotes the traditions of its own Christian contexts and celebrates the ethnic and cultural diversity of wider British society through dance and appreciation of other cultural traditions in religious education. For example, pupils performed to West Indian rap music in a dance lesson and younger pupils learn to pray in several languages. One class's decision to link up to a London school is a good opportunity for experiencing a wider cultural diversity than that experienced by the pupils in their village community and will allow pupils to understand a broader range of attitudes, values and traditions. Some sensitivity needs to be brought to this new initiative so that the material differences in children's experiences are not over-emphasised but rather that the common experiences of family, friendship, and childhood interests are explored.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school has satisfactory procedures for ensuring that its pupils are well cared for. Staff trained in first aid look after pupils who are ill or have accidents at school. The headteacher and caretaker are observant in spotting hazards and correcting them. However, whilst staff, governors and the local education authority carry out more formal health and safety risk assessments, these are not properly recorded and collated. Fire equipment is checked appropriately. Child protection procedures, which meet local guidelines, are in place and the designated teacher has been trained in their use; however, this training requires updating. The school has no current cases but in the past, welfare agencies have provided adequate support.
28. Staff use their very good knowledge and relationships with their pupils to monitor their personal development, and comment in the pupil's report. Staff generally manage pupil behaviour well, based upon the policy that treats each pupil as an individual and reinforces good behaviour by praise and reward. In the few cases where there have been conflicts between pupils, the staff have generally resolved the issue. There are, however, a few minor ongoing difficulties, involving a very small number of pupils, and some parents are not totally satisfied with the way in which the school resolves them. Teachers complete registers correctly but do not always record reasons for absence; monitoring has not picked this up. There are a few omissions from the most recently recommended good practice, particularly regarding formal accounting for pupils who arrive or leave between registration and the end of the session.
29. Assessment procedures and the use of assessment information have improved since the last inspection and are now very good. This was identified as an area for improvement at that time. Very detailed records are compiled in the Foundation Stage. Evaluation of children's learning is carried out at the end of each term and annotated on weekly curricular plans for each area of learning. In addition, individual records show significant achievements for each child. The procedures are in line with those in place in the rest of the school.
30. The expectations of assessment are consistent in the infants and the juniors. Information available about each child is comprehensive and used very effectively to guide planning. An ongoing record of speaking and listening assessment is annotated and provides useful written comments on achievement. Progress is levelled against the national curriculum levels. Records are kept of phonic knowledge, reading, handwriting, and writing progress. There are levelled samples of writing. There are half termly assessments of mathematics against all four of the attainment targets. Setting targets for improvement follows assessment of the core subjects, although little reference is made to these on pupils' work. All other subjects have a skills checklist which is completed termly. The school has recently introduced individual records to show examples of significant achievement or areas for support in each area of learning/subject. This is an informative system. Pupils with special educational needs have detailed and informative individual education plans which identify areas of concern in literacy and numeracy. Actions to be taken are clear and termly targets are indicated.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

31. Parents are generally satisfied with what the school provides and achieves but this is not as positive as it was at the time of the previous inspection. About ninety per cent of parents returned the questionnaire. All thought that their child enjoyed school, and the vast majority believed that they were encouraged to work hard by good teaching and consequently made good progress. There were significant concerns about how closely the school works with parents, about information on pupil progress, and about whether the school provides sufficient extra-curricular activities. A relatively high proportion of parents attended the meeting before the inspection. Most were very enthusiastic about the school. They praised the high standards and the interesting curriculum. In their view, extra-curricular provision had improved. One or two had concerns over poor behaviour and bullying, however, and some felt disappointed in the quality of pupil reports and the opportunities given to discuss their child's progress. Discussions with parents during the inspection were positive and could shed little light on the issue of working with the school. The positive views are confirmed by the inspection. The provision for extra-curricular activities is good for a school of this size but while the schools links with parents are satisfactory, the negative perception by some parents is a matter that school should investigate further.
32. The school's links with parents are satisfactory. The school tends to rely too heavily on its small size and hence close informal relationships between staff and parents. The response of some parents indicates that this may not be sufficient, although their expectations of the quality and regularity of information are admittedly very high. The necessity for the headteacher to teach for much of her time also means that despite her best efforts some parents do not get the immediacy of access that they would like. When children start in the reception class, the school organises meetings for parents telling them about how their child will be taught and gives advice on supporting this at home. They are kept well informed of what is happening in school with regular, attractive newsletters. These do not contain details of the curriculum, which some parents say they would like to help them give support from home. Pupils' annual reports are clear, easy for parents to understand and contain detail of the progress the pupil has made during the year. They discriminate appropriately between pupils of differing abilities and attitudes and some give targets to aim for in the following year. They also give a good insight into the pupil's personal development. However, they do not meet statutory requirements because they do not always report on progress in each subject. Parents are further able to support their child through visiting their class each term and there is the option of personal discussion with the teacher. Several parents are unclear that this is an option after attending an open afternoon although information outlining this is sent to them. Greater clarity in the information provided to parents can quickly address this misunderstanding. The prospectus is an attractive document and contains much useful information, although it lacks some that is required, notably the admission policy. The governors' annual report to parents does not celebrate the schools successes as well as it might and lacks certain statutory information.
33. Parents have a very good impact on the progress of their children at school and at home. Most parents support their child's learning by hearing them read at home. The school has issued an appropriate home-school agreement and most parents have completed and returned them. There is a very strong parent-teacher association that raises very substantial amounts for the school, organises social events, and supports other activities organised by the school. Parents and other adult supporters have contributed significantly to the improvement in the accommodation. Some parents help within the school, for example, on the art and crafts afternoon held each week and to transport pupils to swimming and sporting fixtures.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. The inspirational leadership of the headteacher is the key to the success of the school. She teaches more than most headteachers and by doing this is providing a role model of excellent practice for staff she has appointed since the last inspection. The aims of the school to achieve high standards within the context of enjoying learning capture the essence of the ethos that permeates all aspects of school life. Pupils are expected to achieve highly and they do so in all aspects of the curriculum from representing the school in sporting activities, performing to large audiences as part of local authority wide concerts and achieving consistently very high standards in National Curriculum tests at Year 2 and Year 6. Subject leaders have a very good understanding of standards in their subjects and how to provide challenging work so that all pupils' achieve their maximum potential. The impact of the effectiveness of the leaders is considerable, especially at Key Stage 2 and in the Foundation Stage because they lead by example.
35. The headteacher and staff have welcomed the introduction of performance management. The policy is well established and widely understood. Staff are well briefed on the requirements of continued professional development and the linked performance objectives which have been based on an analysis of school priorities and the training needs of the staff. Rigorous monitoring and evaluation carried out as part of this process leaves staff in no doubt as what they need to do to improve their practices. Team spirit is a strong feature of the work of the

school and is effectively promoted by the headteacher. Much of the monitoring and evaluation of the school's performance is informal due to the small size of the school and organisation of teaching. However, the monitoring of teaching carried out by the headteacher has been very effective.

36. Recent changes to the governing body are ensuring that the headteacher is now provided with a critical eye on the work of the school. The governors are effective in holding the headteacher to account. The governors have met all staff to discuss their respective roles. Recently appointed governors have attended training on their roles and responsibilities and other aspects of their work. The previous inspection highlighted the need for governors to be more involved in the curriculum. Although progress on this key issue may have been slow over the years, it has accelerated since the beginning of the current school year with the appointment of a new chair and new parent governors. Performance management governors have been appointed and are aware of the future needs of the school. Consultation with the governors on the school improvement plan has taken place. Governors hold the school to account with considerable rigour. For example, pertinent suggestions by the governors have led to improvements in the health and safety aspects of the information and communication technology policy presented to the full governing body last term.
37. The current school improvement plan is based on a systematic evaluation of progress against previous objectives and self-evaluation informed by discussion with staff and governors. The plan provides a realistic overview of the future direction of the school. The actions identified are up-to-date and several targets have been met. Current targets include a review of the curriculum to incorporate the requirements of Curriculum 2000. This is almost complete. All curricular policies will have been updated before the end of the school year. A high priority has been given to achieving the Arts Quality Mark, which is a formal recognition of the high quality work in the creative and performing arts throughout the school. Other priorities were to develop new admission arrangements which are now in place and to promote cognitive development, self esteem and self awareness of the pupils throughout the school and for governors to discharge their statutory duties effectively.
38. A bursar manages the budget. She keeps efficient records, which are shared with the governors termly. The recent audit report had no areas for improvement. Day to day running of the school is smooth and efficient. Unit costs for a small school are inevitably high. The larger than recommended budget surplus last year has been reduced considerably due to additional building costs and is now within acceptable limits at 5.2 per cent. The governing body is unusual in that it does not have a finance committee. This is because all governors are keen to see finance reports termly. The bursar reports to the governors and has explained the budget arrangements to the governors in lay person's terms very effectively. Currently, there is no one on the governing body who takes responsibility for ensuring that statutory requirements are met. As a result there are some omissions in the annual report to parents and the school prospectus. These are: information about the admission of disabled pupils to the school; more information about resources and successes in relation to pupils with special educational needs; greater clarity about the Key Stage 2 national test results and a three year summary of past results. The prospectus has no information about the admission policy to the school or absence rates. Reports to parents need to contain separate reporting on achievement in design and technology and art and design. Governors are required to check the health and safety procedures.
39. The school makes very efficient use of additional monies, having recently added additional teaching space to the school. All extra monies are used to provide additional support staff to teach, for example, groups of pupils in additional literacy work and to support teaching in the Foundation Stage and Key Stage 1. The school makes a good effort to apply best value principles. The appointment of subject leaders in the juniors is very effective and in view of the very small number of staff very good value is achieved in terms of staffing appointed to the school in recent years.
40. The staff all teach mixed age groups, but do so very effectively because numbers in each class are manageable. Resources are generally satisfactory, although there is a shortage of good quality books for guided reading in the infants. The school makes the best use of the limited accommodation they have. All space is used to the maximum benefit of the pupils. The addition of the new classroom and conservatory has made a good improvement to the provision throughout the school as well as providing for the Foundation Stage. The school environment is attractive, welcoming, and considerably enhanced by displays of pupils' artwork.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. To maintain the current high standards and quality of education the governors may wish to include the following minor issues in their school improvement plan:

- communicate more clearly to parents;
- include the statutory required information in the school prospectus, the governors' annual report to parents and pupils' reports;
- improve behaviour management strategies in the infants.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	17	6	2	0	0	0
Percentage	14	59	21	7	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 3 percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	70
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

The results of the 2001 national tests at the end of Key Stage 1 are confidential due to the small number of pupils in the cohort and are not reported.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	Omitted	Omitted	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	Confidential	Confidential	Confidential
Percentage of pupils at NC level 4 or above	School	100 (92)	100 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	5.1
Number of pupils per qualified teacher	13.7
Average class size	14

Education support staff: YR-Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	30

Financial information

Financial year	2000-2001
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	£
Total income	209600
Total expenditure	208766
Expenditure per pupil	2860
Balance brought forward from previous year	27554
Balance carried forward to next year	28388

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	70
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	0	0	2
My child is making good progress in school.	58	37	3	2	0
Behaviour in the school is good.	36	50	11	0	3
My child gets the right amount of work to do at home.	35	53	9	3	0
The teaching is good.	61	34	3	0	2
I am kept well informed about how my child is getting on.	25	55	11	6	3
I would feel comfortable about approaching the school with questions or a problem.	56	25	14	5	0
The school expects my child to work hard and achieve his or her best.	61	33	5	1	0
The school works closely with parents.	30	42	17	6	3
The school is well led and managed.	50	42	5	0	3
The school is helping my child become mature and responsible.	41	50	3	1	5
The school provides an interesting range of activities outside lessons.	31	39	17	2	11

Other issues raised by parents

Parents were pleased about the range of visits provided for their children and how these enhanced the curriculum.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

42. There are nine children in the Foundation Stage, which is for children aged from three to five years. They start school at the beginning of the year in which they are five. Although the children share a classroom with pupils in Years 1 and 2 they are taught separately for almost all the time they are in the Reception Year. A purpose built conservatory attached to the classroom was erected shortly after the last inspection. It provides a quiet area for shared group work away from the other pupils. The children work with the younger Year 1 pupils for physical development and music. At the time of the inspection, most of the children were working beyond the early learning goals for communication, language and literacy and mathematical areas of learning. The early learning goals are the expected achievements for children by the time they start Year 1 and cover six areas of learning: the two already mentioned, personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. Attainment on entry to the school is above average. All children have attended pre-school education elsewhere.
43. The children are taught by a teacher with overall responsibility for the Foundation Stage and sometimes by a classroom assistant under the direct supervision of a teacher. The two teachers in the Foundation Stage and Key Stage 1 plan their work together. They take it in turns to lead on planning each half term's work in communication, language and literacy, mathematics and knowledge and understanding of the world. The children work on the same activities but they are very skilfully planned to provide the necessary differentiation for three year groups. For example, the reception-aged pupils investigated the degree to which materials were waterproof and discussed their findings and the older pupils were encouraged to explain and record the ways in which different materials absorbed water. The quality of teaching in the Foundation Stage is very good overall and their pupils' needs are met well in very challenging accommodation circumstances. This area was an area for development at the time of the last inspection both in respect of the teaching and the provision. Very good progress has been made since that time.

Personal, social and emotional development

44. By the time they leave the reception year group, all children will have exceeded the early learning goals. The quality of teaching is very good. The children are learning to take responsibility and become independent. For example, when changing for physical development the children coped well with undressing. They can maintain attention, sit and listen with good levels of concentration. Very good levels of confidence and self-control were shown as they described the antics of the wolf in 'The Three Little Pigs' and shared equipment and blocks during a mathematical activity making three dimensional shapes. The children have quickly learned the routines of school. They showed a good awareness of how to conduct themselves when they joined a whole school assembly. There is a strong sense of community throughout the school that supports the younger children very effectively. They play alongside older pupils with a very good awareness of the codes of behaviour and show secure relationships with each other.

Communication, language and literacy

45. The children's attainment in this area of learning is above average and they will have exceeded the early learning goals significantly by the time they become Year 1 pupils. A majority of the children are exceeding them already in speaking and listening and reading. They listen to stories with enjoyment and predict which words come next to help them to make sense of the story of 'Goldilocks and the Three Bears'. When encouraged to join in reading stories with an adult they do so with understanding and good expression. The fluency, accuracy and understanding of what they read is generally of a higher level when reading books with which they are familiar and have a clear story line than when they read from the 'reading' books which make up the commercial scheme in use. The higher levels of some of these books require children to have more phonic knowledge than they have been taught and consequently they have difficulty making sense of what they read because they need to decode many words with which they are unfamiliar. The range of books for independent and shared reading is not as extensive as it could be. Children are taught the names and sounds of letters and blends very effectively during group time. Word games are used to give the children confidence and to consolidate their understanding of what they have been taught. Generally, the word level work which children complete in the small groups is all at one level. The skills of the higher achieving pupils need to be met through more differentiation in this work to provide them with challenges. Children retell familiar stories with confidence as they reorder illustrations to sequence a story.

46. All children can write their name. The older children form their letters correctly and they are in uniform size. The children are encouraged to write independently as part of their work in knowledge and understanding of the world. Some children are beginning to write in sentences, use full stops and capital letters accurately and spell simple words correctly. This is very good achievement. There is very good progression in the development of the children's handwriting since they started school in September. Many children are able to complete a story with a simple sentence after being given a start to the story.

Mathematical development

47. The children have exceeded the early learning goals in several aspects of this area of learning and attainment is likely to be well beyond the early learning goals by the time they start in Year 1. The quality of teaching is very good because it builds effectively on pupils' prior learning and the children are achieving very well. In the session observed, all the children demonstrated their understanding of the names and properties of three-dimensional shapes. The more able children could describe the properties of the shapes using language such as 'face' and 'curved'. Teaching, in this lesson, was excellent because of the way in which learning intentions were very clearly explained, expectations were high and the needs of all children were effectively met because questioning was adjusted to help all children understand. The demonstration of the way to count the faces, sharing the new vocabulary with the children and giving them the chance to explain their descriptions of the shapes as they were handled further contributes to the excellent teaching. Children record simple additions of two and one digit numbers and show a good knowledge of high numbers. Adult-directed sessions are followed up with a range of activities for the children to choose for themselves what to do. Construction material was used to make three-dimensional shapes and an adult worked with a less able child making three-dimensional shapes with playdough. Good use is made of information and communication technology to extend the learning of all children.

Knowledge and understanding of the world

48. By the end of the Reception Year, all children are likely to have exceeded the early learning goals for this area of learning. Teaching overall is good. Children showed that they understood that materials have different properties when testing to see which fabrics would allow water to pass through and which ones would not. Most children could predict which materials were waterproof and which were not. The children showed a high level of understanding as the investigation to test the fabrics was carried out in small groups. For example, one child suggested that the amount of water required might need to be the same to make it 'fair'. The children are encouraged to use a range of senses as they carry out investigations are encouraged. Sessions are well organised and managed because of the effective deployment of staff. Very good use is made of the local environment to help children learn about common features such as the post office, telephone box, the river and the crossroads. Children know about the ways in which people travel to get to school and have recorded these in a block graph. Children are familiar with maps and could show where they lived on a plan of the village. Photographs are used well to help children understand their environment. A visit to an inner city area was used to help children learn about the similarities and differences in places. They confidently shared their perceptions of the differences between Naburn and Knavesmire.

Physical development

49. The quality of teaching is very good. Children are taught with the younger Year 1 pupils in a village hall. They are likely to have exceeded the early learning goals in this area of learning by the time they start in Year 1. Since the last inspection, the additional building attached to the Key Stage 1 classroom and access to an outdoor area has provided the children with more room to move freely. When the weather is suitable, the children make use of the outdoor area, which is accessible from the reception base for movement activities that encourage the children to develop control and co-ordination. These skills are very effectively fostered in the village hall where the children were observed moving in different ways. They showed very good control as they engaged in role-play pretending to be hunted by a cat. They travelled around the room with a good level of awareness of the need to move around other children and use alternate floppy and stiff body, arm and leg movements. Good levels of control were evident as they stopped and started to the command of the teacher's tambourine. Children showed good levels of dexterity when forming three-dimensional shapes and have good control of pencils and other tools in the classroom.

Creative development

50. The children are likely to exceed the early learning goals in this area of learning by the time they leave the reception class. A high priority is given to this area through support from parents and other volunteers who work in the school. The children are expected to mix their own colours when painting, which they are learning to do with varying levels of success at this stage. Children were observed making rainbow fish from salt dough with the

support of a parent. The children showed good levels of skill as they rolled out the dough then, with a knife, cut out the outline of a fish which they then marked to show the scales and fins. Teaching was good. The positive attitudes of perseverance and concentration on the work set contribute to pupils' good rate of learning.

ENGLISH

51. Standards of current work are well above average in Year 6 and very high in reading. They are above average in reading and writing in Year 2. Good standards are attained because of very good teaching, particularly in the juniors, and the very good leadership and specialist subject knowledge of the teacher who teaches the subject in all of the junior classes. This is a very good improvement since the last inspection.
52. The results of the 2001 national tests which all Year 2 pupils take show standards well above average when compared with schools nationally, and very high in reading. When compared with similar schools, standards were also well above average. The 2001 test results for Year 6 were very high when compared with schools nationally and well above average when compared with similar schools. The school adds good educational value from Year 1 to the end of Year 6. The school has exceeded its targets for 2001 and is well online to exceed the 2002 targets.
53. Standards in speaking and listening are very good. Pupils talk enthusiastically about their work and with authority when talking about books and authors, summarising with good judgement the books they enjoyed in the week of inspection. They listen carefully in lessons across the curriculum and contribute to class discussion when they are required to do so. During the week of inspection pupils discussed the texts they were studying in English with great sensitivity and understanding, and work in books in Years 3 and 4 indicates that pupils are given opportunity to review particular television programmes orally and appraise each other's presentation against particular criteria.
54. Pupils' standards in reading in Year 2 are very good, with the majority of pupils reading with above average skills, for example, reading with accuracy and fluency and using the text punctuation to bring more expression and meaning to their reading. They respond well to authors' techniques for building up drama or emphasising meaning through italicised text and hesitation through the convention of dots tailing away at the end of a sentence. Children are able to identify the meaning of unfamiliar words from the overall context of a sentence; for example, difficult words like 'sagacious' were tackled with confidence and with a good attempt at meaning. Higher attaining pupils are able to hold the thread of a plot and a sub-plot and explain what is happening in both. On several occasions pupils reflected on their own life experience as they read of particular episodes in stories, for example a 'disaster' at a school sports day.
55. In reading, Year 6 pupils use punctuation to bring good expression to their reading, and mark the difference between dialogue and its linking text very clearly. They use understanding of the text to help them in their reading, for example, taking on the character of "the wicked wizard" with an appropriate "wizardry voice". In one reading session, a pupil realised with great excitement that the dialogue she was reading was a character talking to herself and took great pains to distinguish between the good and the bad sides of its personality. Pupils are also beginning to scan texts to find key information, for example, Year 6 pupils by scanning pieces of journalistic text for essential meaning, were able to choose a snappy headline to summarise its main idea. They are also beginning to understand a headline's function in engaging the interest of possible readers. In another activity, they scanned a piece of writing to identify opposing views for a proposal to build more students' flats in the city of York. In this session, they were able to detach themselves from a particular point of view but present both sides of the argument without prejudice. They are also able to consider poetic form and its effect on the reader, for example building up tension through short sentences, poetic images, and repetition to create a particular mood. One pupil was moved by the power of a single word sentence, "sanctuary", in a poem about foxhunting.
56. In Year 2, pupils use a range of strategies in writing to help them attempt unfamiliar words, for example recognising particular spellings and knowing that certain words with similar sounds are spelt differently. Their writing is often confident and well formed, and higher attainers are beginning to write complex sentences with appropriate punctuation, including speech punctuation and apostrophes of possession. Pupils write for a range of purposes and are beginning to write and redraft work to improve the final version.
57. In Year 6, pupils are writing for a range of purposes, choosing appropriate form and presentation, for example they wrote to the "Big Bad Wolf" to help him improve his public image, particularly with the "R R Hood" family. The range of ideas was imaginative and very humorous, including changing his name, offering to help grandma around the house, etc. Pupils' writing indicates their ability to communicate very directly to a reader, for example: "I know what you are thinking. Do I have enough food?" in a story about a child who runs away from home, and also how to build up dramatic effect in a story set in the past "What she means by that is.... CHOLERA!". They are able to lay

out a dialogue well and use poetic language to add layers of meaning, for example describing the River Thames as “rippling like the muscles in an athlete’s arm” in their own writing.

58. In their own writing pupils are beginning to use metaphors and similes to enhance meaning, drawing inspiration from the poetry they read and the powerful images they recognise in their reading. Occasionally, pupils talk about their own life experience, picking up ideas from their reading, for example one pupil understood a character’s dilemma when he wanted to stick up for an unpopular child but risked his own popularity by doing so. He compared this to something that had happened when he was in the infants and the painful decision he was faced with, showing a mature awareness of the complexities of life.
59. The teaching of English is very good, particularly in junior classes. Good use is made of teaching guidance from the National Literacy Strategy and the different elements of the subject are taught well, particularly the basic skills of spelling, handwriting, and phonics. Planning is good, with clear learning objectives shared with pupils and reviewed at the end of sessions. Different work is planned for the different age groups in mixed-age classes and teachers are able to rely on pupils’ co-operation when they target particular pupils in literacy sessions. Extra time for extended creative writing is also provided, with very good impact on pupils’ writing. For example, in the week of inspection, pupils listened to a range of poetry that featured pursuit of one kind or another and then wrote under this heading, drawing on what the poets had taught them. Teaching across the school demonstrates good subject knowledge and very good questioning and checking of understanding which allows teachers to intervene to help all pupils make good progress. Questioning challenges pupils to draw on existing knowledge to very good effect, for example having considered the poetic language of metaphor, they are encouraged to use such poetic devices in their own creative writing. High attainers achieve very well. Teachers have very high expectation of good behaviour and generally work without interruption when focusing on particular year groups. Positive relationships and respect for pupils’ ideas and contributions gives pupils’ confidence in class to share ideas about the texts they are studying. In a very good creative writing session, a moment of spirituality was experienced as pupils listened to a poem about the pursuit of a fox by a hound. The foxhunting debate was very topical and opportunities were provided for pupils of this farming community to debate the issue.
60. Pupils with special educational needs are well supported in English lessons and they generally experience a curriculum that is not significantly different from that of other pupils. The school’s policy indicates the inclusion of pupils with special educational needs in all lessons and for meeting their needs without withdrawing them from class. Additional literacy support is provided for children whose attainment is below that which is expected at the end of Year 2 and this intervention, particularly to support reading, is very effective. Pupils make good progress with highly targeted phonic work, which will equip them to understand the text they will meet in the Year 3 curriculum.
61. A specialist English teacher in the juniors provides effective leadership of the subject. She takes responsibility for ensuring that pupils make good progress within the key stages and are well supported as they progress through the school. Until recently, assessment and record keeping were under-developed, but the school has introduced good systems for assessing pupils’ progress in reading and writing from the Foundation Stage to the end of Year 6. Boys and girls make good progress, and since the specialist teacher teaches all year groups she is able to build on pupils’ progress over time and is clearly aware when pupils are ready to make progress.

MATHEMATICS

62. Due to the small number of classes, the arrangements for teaching are unusual but very effective especially in the juniors where teaching is consistently very good or excellent. The same teacher teaches pupils in the juniors for most of the time. This system contributes to the very good continuity and progression through the National Curriculum programme of study and the high standards achieved by pupils by the time they leave the school. Pupils learn effectively and make very good progress. The needs of high attainers are especially well met. Standards have improved since the last inspection.
63. The numbers of pupils taking the national tests fluctuates each year and, generally, the numbers are small. This can, inevitably, lead to considerable variations in the national test results. The results of the 2001 national tests were very high at the end of Year 2 and Year 6 compared to all schools and in comparison with similar schools. There has been a consistent pattern of very high attainment throughout the school in the past four years. These results put the attainment of the pupils in line with the top five per cent of pupils nationally. The school has exceeded its targets. The proportion of pupils exceeding expectations was very high. There was a similar picture of very high attainment by the end of Year 2 with a substantial number of pupils exceeding expectations. Pupils with special educational needs achieve well and they attained the national expectation last year and are expected to do

so in the 2002 national tests. Expectations for these pupils are high and they achieve well due to very effective teaching and support. There are no differences between the attainment of boys and girls in national tests or in their current work.

64. Standards are more variable for seven-year-olds, but they are mostly good because expectations are high and pupils are well motivated to learn. Two teachers and a classroom assistant under the direction of a teacher teach pupils in separate year groups. By the time that they are seven, pupils can understand simple fractions and apply their knowledge to a practical situation. They can add two digit numbers horizontally and apply their knowledge of addition, subtraction, division, and multiplication to money problems. For example, more able pupils worked out the value of the coins needed to buy various items and to count on how much more money they needed to have 50 pence. The high attainers have the necessary basic skills to do this; they can count on and back in tens and five with confidence. The less able pupils struggled to understand the work and needed to have more apparatus such as 100 squares or number lines on hand to support their mental calculations. The pupils record their work with confidence and reasonable levels of accuracy but the amount of recording in work books is more than that typically found in schools. The use of stumpy, fat pencils more suitable to younger pupils affected the quality of their recording as most pupils found it difficult to keep to the squares in their books.
65. Standards are very good throughout the juniors in all aspects of the subject. The nine Year 6 pupils achieve standards well above the national average. Pupils have very good oral and mental skills because they are taught their tables through bodily actions, which are practised daily throughout the juniors. The actions trigger the answer for those pupils less confident and also maintains a high level of enjoyment and interest. Quick fire questions to check mental agility are appropriately differentiated and very challenging for the high attainers in each mixed age class. Year 3 pupils for example, quickly worked out three-quarters of 32 and one quarter of 16 and 32. Pupils achieve well because of the very good teaching. In the oral and mental starters to lessons and the preparation for the main activity the pupils are taught together but the questions they are asked are clearly differentiated to take account of the different year groups and the range of abilities in each year group. For example, younger pupils used jotters with confidence and speed to work out the more difficult calculations that the high attainers could calculate mentally. Very good encouragement is given to pupils, especially those less knowledgeable, to use the props they have available, for example, using a number line to work out 74 minus 36 or 4 multiplied by 44. At all times, pupils are encouraged to explain the strategies they have used to reach an answer. The more able Year 3 pupils learned to add to two decimal places as part of money calculations. By the time they are in Year 6, pupils have made very good progress in their oral and mental ability with most having a range of number facts at their fingertips. Year 6 pupils used Logo to construct a compass and showed a very good level of knowledge as they applied the commands to control the 'turtle'. Meanwhile Year 5 pupils applied their knowledge of measuring angles to find the correct direction using bearings. Pupils achieved well above average in this lesson. The inclusion of pupils with special educational needs is effective because they take part in the lessons and volunteer to give answers. Pupils complete a lot of application of number work such as handling data and constructing line graphs. Very effective use is made of information and communication technology to help pupils draw conclusions from their graphs by creating pie charts.
66. The quality of teaching is very good overall, with consistently very good or excellent teaching in the juniors where three lessons were observed; and good in the infants where one lesson was observed. Features of the very good teaching and learning include very high expectations and challenge for more able pupils, especially in the juniors. Weekly planning is very detailed and takes very good account of the mixed age groups. Staff are very effectively deployed in the infants with more than one teacher taking responsibility for a lesson. Typically, a teacher may introduce the main activity and the oral and mental starter session, then share the group activity with other staff, one of whom may take responsibility for the conclusion to the lesson. Most assessment in lessons is oral due to the small numbers of pupils. Work is generally marked alongside the pupils so consequently there are few comments in pupils' books. This tends to give a misleading impression to an external observer and to parents that not enough attention is given to identifying areas for improvement. This information is recorded elsewhere on the assessment records that are used to inform reports to parents. The school may wish to review the lack of comments in pupils' books, especially in the infants where one tick may be all that acknowledges what a child has achieved after completing a block of work.
67. The curriculum follows the recommendations of the National Numeracy Strategy and is supplemented by a number of commercial schemes where it is appropriate to provide extended work for pupils that are more able. Assessment records are detailed and give a good indication of the progress of pupils as they go through the school. The system recently introduced identifies where pupils are showing above average levels of skill. The subject is effectively led by the headteacher who teaches almost all the mathematics in the juniors and has an oversight of teaching in the infants. She leads by example, frequently working alongside other staff. She has trained staff in school and checks the teaching as part of performance management arrangements. All staff have

received useful, developmental feedback. The headteacher has a very good understanding of the strengths and weaknesses in the teaching. Resources are plentiful and used to good effect in the juniors, but not used so effectively in the infants where less able pupils could be supported by access to a number line or 100 square.

SCIENCE

68. Standards are above the national average in Year 2 and well above average in Year 6. Pupils' make very good progress. This is because of the very good teaching which pupils receive, particularly in junior classes, and the subject expertise of the curriculum leader who teaches science to all year groups in the juniors. A particular strength of the subject is the wide range of investigative work which pupils are involved in across the school. This is an improvement since the last inspection.
69. The results of the 2001 national tests for Year 6 show that standards were well above average when compared with schools nationally and also when compared with similar schools. Teacher assessments for Year 2 in 2001 indicated that their standards were also very high.
70. In Year 2, pupils have good knowledge of the elements of the programme of study, particularly an understanding of the process of scientific investigation and the concept of a fair test. For example, they are able to discuss how to isolate a particular variable for testing. This was exemplified when they were planning to investigate which materials would make a good umbrella for a classroom toy. They were quick to see that a piece of netting would be unsuitable but discussed other materials and how they could check their permeability in a fair test. Working closely with their teacher, the Year 1 group of pupils recognised that they needed to use the same amounts of the different materials and the same amount of water to test how waterproof each material was. Pupils drew on their previous work on solubility and strength of paper to help them with their predictions. They were able to understand that the absorbency of paper, while good for soaking up spills, was not an attribute that would be equally good for an umbrella. They were keen investigators, curious about why water seeped through some materials and not others, and confident enough to predict that some materials would tear eventually when they became waterlogged.
71. In an excellent lesson Years 3 and 4, pupils were investigating samples of soil and comparing them against a list of criteria that included whether the samples could be sieved, rolled into a ball, or their specific constituent parts viewed under a microscope. Pupils demonstrated their understanding that soil samples are made up of vegetable matter and particles of rock, and some pupils drew on previous work about rocks to speculate on what type of rock particles were in the samples. Pupils drew up tables to record their findings, some designing their own, and some using the teacher's model. In this way pupils of different ability are appropriately supported and make good progress.
72. By Year 6 pupils understand the importance of isolating particular variables to test a hypothesis. They know how to design their own investigation, how to record their findings in an appropriate way and how to use the data to test whether their hypothesis is valid. They are able to talk knowledgeably about the investigative process involved and behave as young scientists, curious about their results and interested when something unexpected happens. For example in a Year 5 / 6 lesson they investigated whether the thickness in liquids affected how fast they flow. Having set up the investigation they went on to test their hypothesis that the thicker the liquid the slower it flows down a slope. Pupils engaged in collaborative activities, drawing up a list of variables that they needed to take account of and how to isolate the viscosity variable to test their hypothesis. The practical and visual elements of the investigation helped all pupils to understand the meaning of the investigation and its results. In this way, pupils of different ability were able to understand the science and use the results to check the validity of the hypothesis. This was particularly supportive for pupils learning with special educational needs who could record in a visual form where necessary. Pupils with higher attainment levels used finer measurements to compare samples and went on to use a line graph to consider the time and distance travelled for each sample.
73. The quality of teaching across the school is generally good and, in junior classes, is very good and sometimes excellent. The teachers' subject knowledge means they can intervene when pupils need help, for example when there is some confusion about the difference between a prediction and a hypothesis. Teachers' planning is very good and resources are used well to ensure all pupils have equal access to the meanings of the task as the work unfolds. Teachers' questions check understanding as the investigations develop and in the work observed it was clear that pupils were able to isolate a particular variable by reducing others. For example, they carefully checked the amount of liquid in each sample, the height of the slope, the point at which the liquid was poured, and the time limits for each sample. The teaching is well managed and pupils are expected to comply with safety rules, collaborative working practices and appropriate recording procedures, including selecting an appropriate unit of measurement, for example seconds, centimetres, millilitres, for each variable. The teaching encourages pupils to

take a scientific approach to their work. In the Year 3 and 4 class, for example, an over-simple description of a soil sample as 'dirty' was not accepted by the teacher, and the discovery of a tiny worm in another sample was dealt with sensibly with little loss of time.

74. Pupils' learn effectively because they enjoy investigations and understand the expected behaviour when working in a group with delicate and sometimes messy resources. They look for meaning and connection to previous work; for example, they were excited to see roots and other vegetation in the soil and the composition of the rock that made up the samples. Children are able to draw on previous knowledge about rock formation and are keen to use their own knowledge and experience to enrich the learning of others. One pupil brought in a sample of volcanic rock from his travels to Vesuvius, which pupils examined under the microscope, recalling what they knew about volcanic eruption.
75. Work in books indicates that pupils across the school are following the scheme of work that the school has adopted and work matches the appropriate programme of study for particular work groups. Continuity and progression are secured by the scheme of work, but benefits from the specialist teaching from the same teacher across the year group. Assessment and record keeping are good, with assessments made at the end of each unit of work and reported to parents in pupils' records. Resources are very good and appropriate to meet the requirements of the curriculum.

ART AND DESIGN

76. The quality of work is exceptional in Year 6, with pupils attaining high standards in painting and drawing, pottery and sculpture. Pupils make very good progress in all aspects of art and design and are enthusiastic and creative young artists. Standards are above average in Year 2. Standards and the quality of teaching have improved considerably since the last inspection.
77. One afternoon a week, pupils throughout the school engage in creative activities that involve all members of staff, including an art in education specialist. The school also benefits from an 'artist-in-residence' programme and pupils are currently working in pottery with a local artist. The quality of work produced is excellent and its display enhances the learning environment for everyone. In the week of the inspection a wide range of experiences were offered to children, drawing together the teaching and learning from different subjects of the National Curriculum. The leading teacher in this area is a specialist, takes an overview of the work planned, and is aware of expectations for all aspects of the curriculum. Pupils are offered high quality training in the use of materials, including pencils of different hardness, charcoal, a range of paintbrushes, fixatives, and the use of a wide range of artistic techniques, for example collage, printing and pottery.
78. In the expressive arts afternoon during the week of inspection every pupil and member of staff was engaged in art activities. In the infants, pupils were appraising the work of L S Lowry. They used a range of materials to experiment and reproduce their own "cityscapes" derived from his work, for example overlapping grey tissue paper to represent his glowering skies. As part of their London project pupils in the juniors looked at the way different artists had represented different aspects of London life, raising good questions about style and period and the different ways artists had represented the same building features such as Big Ben. One pupil suggested that modern artists used more vivid colours than in the paler Victorian paintings they were looking at. Other children built on the work they had begun in the morning on a visit to York art gallery's 'Brush with Nature' exhibition. They used their first-hand, observational pencil drawings from their sketchbooks to extend some of their ideas in a different medium, for example in water-colours and pastels, and to explore ideas to add to their ongoing work on London.
79. One group of older pupils worked with the artist-in-residence, reproducing crown jewels made from clay, developing their techniques by drawing out and moulding the jewels which decorate the frame of the crown. The clay work on display around the school is of a very high standard and the school is able to paint and fire it to produce work of outstanding beauty. The pottery pupils have produced this term will be exhibited in York art gallery during April. Overall, standards achieved during this session were very good. Staff have very high expectations which pupils respond to well by producing very good work in a wide range of media.
80. Teaching during the arts afternoon is very effective, drawing on the expertise of the staff and the artist. In the infant and reception class conditions were somewhat cramped and adults were not always able to talk to pupils about the work they were producing. Resources are very good and are used well. Pupils are given the opportunity to experience a good range of resources, for example, pencil and charcoal, pastels and watercolour, acrylic paints and paper for three-dimensional models. Imaginative use of everyday resources is evident, for example printing with

string blocks representing the rats in the poem about the Pied Piper of Hamelin allowed the pupils to represent the scurrying hordes of rats in an imaginative and dynamic way. Pupils' work was well displayed and mounted with great sensitivity. Artistic borders were also produced by the children to enhance work from other areas of the curriculum, for example a tangle of paper sculpture leaves around poetry about an enchanted garden and flames around the accounts of the Great Fire of London.

81. During the week of the inspection, an exhibition of work on the theme of water was displayed in the entrance hall. In this exhibition work of the highest standard was evident, including fine drawings of bridges, painted carefully with water-colour. Clay models of boats, drawings of galleons and poems to describe the martyrdom of St Clement (inspired by a painting in York art gallery) enhanced work in other subjects. Work on bridges of the River Ouse recorded in first-hand observational drawings completed during field-study work and modelled in clay, card and string demonstrated the strength and the beauty of their structure. Work exhibited was produced by individuals and by groups, collaborating on particular projects in two- and three-dimensions and on different scales. The York Millennium Bridge was a particularly fine piece of work. This outstanding exhibition brought together strands from every subject of the curriculum.

DESIGN AND TECHNOLOGY

82. During the week of the inspection, very little design and technology was taught. Judgements are therefore based on the design work in notebooks, the displays of finished work around the school, and on talking with pupils to judge the extent of their knowledge and understanding of the design processes and the quality of the products they make. Planning for the subject is included in the whole-school curriculum, but in practice design activities are delivered within other subjects, for example science and art. While work appears to be effectively planned with clear objectives, including the teaching of designing, making and evaluating, its position within other subjects may lead teachers to reduce its status as a discrete subject. This needs to be monitored carefully by the subject leader. Provision for the subject is much the same as it was at the time of the last inspection. From work on display, standards are average throughout the school and pupils make satisfactory progress as they move through the school.
83. Pupils are pleased to talk about the products they have made, answering questions about the processes they were involved with and how they carried out the tasks to produce the work on display. In talking about their work pupils demonstrated a good understanding of their design and products using appropriate vocabulary. They were also happy to describe improvements they had made, for example one pupil talked about how difficult it was to stitch her purse and would prefer to glue it if she made another.
84. In the infants pupils worked with a member of staff to design and make fridge magnets of different kinds of birds with salt dough. They were able to describe each stage of the process and particularly the improvements they had made through the addition of colour and varnish. They took care with the overall bird shape and were aware of the need to make sure that the dough was not too heavy for the magnet that they had to attach to complete the task. They also realised that the design involved conflicting requirements, in this instance the need to add detail to make the bird attractive but not too heavy to be held up by the magnet. Work produced in the juniors included the design and production of a money-container, purse or wallet; or box and slippers which would be both attractive to look at and comfortable to wear.
85. Pupils generally make satisfactory progress in extending their making skills. They learn how to measure, mark out and shape a range of materials, joining them in a variety of ways. They are able to evaluate the effectiveness of their designs in the light of their functions, for example in making money-containers they had due regard for the weight of coins and the quality of purses as fashion accessories. Pupils are taught to use specific subject vocabulary and skills when talking about the work they have produced. They appraise their own and others' work with good judgement and are able to suggest ways of improving the product. Resources are satisfactory and pupils are able to make decisions about the materials they use, including textiles and fixatives and about decorative detail.
86. Teachers use a scheme of work to ensure planned progression in the subject and pupils are aware that because of the processes involved in making a product that more than one lesson is required to finish the work. The children understand the importance of design, how the design specification affects how the product is made and how they need to consider the purpose of the product when they make their final evaluation. Teachers intervene well to help pupils finish the task, for example the introduction of a thimble was welcomed by pupils sewing puppets. The finished products showed that they had followed their designs closely and eleven-year-olds showed good awareness when they described the design principles they drew on when considering strength, size, comfort, and

style. They used slippers already available in shops to help them understand basic construction and then create their own imaginative and unique designs.

87. The subject is well led by the art and design specialist. Because of timetable constraints, the subject is taught in art and design and science lessons. Pupils' records do not always separate assessments for design and technology from art and design. It is very important that the school reports on the standards and progress of the subject very clearly and separately from art and design and this will require the reporting pro forma to be redesigned.

GEOGRAPHY

88. Standards are above average throughout the school, which is an improvement since the last inspection when they were judged satisfactory. The quality of teaching was good in the only lesson seen in the infants. The subject is taught as a cycle of topics and generally integrated with history. An analysis of pupils' work on display and in their books provided an adequate amount of evidence on which to judge standards in the juniors. Standards in the subject are enhanced effectively through fieldwork, the use of photographic evidence, and various scaled maps. Pupils enjoy the subject and show very good attitudes to their learning.
89. By the end of Year 2, pupils can draw maps showing that they understand a plan view and know that a key is used to identify features on a map. Pupils have drawn plans of the classroom. They understand that maps have symbols. Pupils make effective use of Ordnance Survey maps to learn about symbols with which they are unfamiliar. Very good use is made of the local environment to learn about the ways in which environments are changed as a consequence of human and physical actions. The pupils can describe what they like and dislike when comparing two contrasting environments; an inner city area close to the centre of York and their own village. As they get older, pupils are introduced to a wider range and type of map to help them to find similarities and differences between places.
90. By Year 6, pupils have a good knowledge and understanding of places studied and can compare what they find attractive in one place compared to other less attractive features. Using maps drawn by the pupils, they learn to locate London, for example, in a wider geographical context. A wide range of secondary sources are available, including the Internet, to find out about the contrasting locality the pupils are currently studying. In addition, the older pupils have written to a group of pupils in a school in Westminster to establish a regular link with a school in a contrasting locality. Achievement is so good because the pupils bring a wide range of experiences and knowledge of different places to their work. The cross-curricular dimension means that there are many opportunities to use artistic skills to sketch well-known features of London. Mathematical skills are used to construct block graphs and pie charts to show what kinds of traffic their frequencies of travel through Naburn. Most of this work was computer generated which effectively demonstrates how information and communication technology is used to enhance pupils' knowledge and understanding. Year 2 pupils learned how to construct a town plan and Year 3 pupils learned how to use a graphic package to construct a plan of the classroom.
91. There is no official subject leader, but a recently appointed member of staff has updated the policy. All staff are involved in planning the contribution of the subject to the termly topic. The subject is given a focus twice a year. The curriculum map indicates that the requirements of the National Curriculum programme of study are covered through the four yearly cycle of topics and the long term plan indicates how this is achieved. Assessment procedures are efficient and manageable; assessments of key skills are recorded at the end of each unit of work. Ongoing assessment takes place weekly as part of the normal school procedures.

HISTORY

92. No teaching of the subject was seen during the inspection because of time tabling arrangements and too little evidence of work by Year 2 was available to make a judgement on standards in the infants. Standards in Year 6 are above average, which is an improvement since the last inspection when they were judged satisfactory. In Year 6, pupils have a good knowledge and understanding of the periods studied and of chronology. This reflects previous work on monarchs and the time lines constructed independently to show significant events in the Tudor period, such as the life of Sir Frances Drake, dates of destinations of his travels around the world and the Mary Rose. Year 3 and 4 pupils explored facts and fiction about the life of Henry VIII and begin to show understanding of the different ways in which historical events are interpreted. Pupils examined other evidence to identify similarities and differences in the ways people live through their dress and housing. The work shows that pupils have a good understanding of the events, people and changes in a time period which they can locate on an appropriate

timescale. They make accurate use of dates and vocabulary to reflect the passage of time. They learn about features of the past, through role-play, commented upon very favourably by parents at the parents' meeting.

93. There is good application of literacy and information and communication skills in the pupils' recorded work. For example, lively and imaginative language was used in pupils' first person accounts of life in Tudor times. Pupils show confidence in using a range of fonts to represent the Tutor style in their writing. Coverage of the subject is shown on the four-year plan and meets the requirements of the programme of study. The nationally recommended scheme of work is followed with many additions due to the good subject knowledge of the teachers in the juniors.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Standards are generally above average throughout the school with some well above average attainment by the time the pupils are in Year 6. This is an improvement since the last inspection when standards were satisfactory in the infants and above average in the juniors. The subject leader has a good understanding of his roles and responsibilities. An action plan is in place, an audit has been carried out and the policy has been presented to the governing body. A scheme of work has been drawn up based on the nationally agreed scheme. A programme of specialist teaching for all pupils as well as the use of the subject in lessons is in place and taught by the same teacher in all year groups apart from the reception class and Year 1. The impact of this work on the standards achieved in the subject is very good because teaching is well focused, subject knowledge is excellent, and work is challenging. Targets have been set for Year 6 pupils, which are challenging but likely to be achieved in 2002. Additional resources have been purchased to support the wide range of abilities throughout the school. The school has two mini computer suites; one in the infants and one in the juniors. In Year 2, the pupils can organise information and present their findings in several ways. They are confident in the use of computers; they use the mouse with dexterity, can save their work and manipulate images across the screen to construct a town plan.
95. The quality of teaching is good where the subject is used to support learning in other subjects. The quality of the specialist teaching, especially to support mathematics, is very good. Very good subject knowledge, clear expectations, very effective demonstration, well matched activities with just enough challenge to take the pupils forward in their learning meant that very good achievement was made throughout the lesson. For example, the pupils mastered the Logo language and achieved a great sense of success as they made compasses in a mathematics lesson. Year 6 pupils have worked together with the specialist teacher to produce a very comprehensive web site. This site includes examples of what pupils do in school; accounts and photographs of the residential visit downloaded onto the site by a Year 6 pupil and an account of the activities undertaken at the residential centre attended by older pupils every year.
96. The subject is well led due to the example shown by the very effective teaching and learning. Training provided to staff has increased their confidence. The subject is used well to provide additional support activities for pupils with special educational needs and challenge for pupils that are more able, especially in mathematics.

MUSIC

97. The school has a strong musical tradition that encourages and sustains high standards of achievement. In the week of the inspection, however, only two lessons were observed in the infants, though singing was heard during assemblies. There was insufficient evidence to judge overall standards and the quality of teaching by Year 6 due to time tabling arrangements.
98. In Year 2, standards are good and pupils make very good progress as they move through the school. They sing tunefully and with expression and work with untuned musical instruments to produce an interesting range of music. In the two lessons seen teaching by the same teacher was very good and pupils were given the opportunity to listen and appreciate each other's music-making and to create a sequence of music for others to appraise. For example, in one lesson pupils explored the different sounds a range of untuned instruments could make and the range of sounds and meaning their own voices could produce when singing a repeated refrain. Pupils could see the different ways sounds could be created by tapping, scraping, ringing and shaking a range of instruments. Pupils classified sounds according to the way they are played and demonstrated how they could hold a steady pulse. They found ways to describe the change of pitch in a two-tone block instrument. The lesson was well resourced, with a wonderful range of instruments which pupils enjoyed playing. They moved to a moment of stillness as they listened to the difference in sound between an ocean drum and a rain-stick. In another lesson, older pupils were encouraged to create and organise a sequence of musical ideas. The teacher gave a very clear explanation of the learning objectives and pupils composed and performed weather music in a sequence. Pupils listened to each

other's music with great respect and appraised it with good judgement, for example recognising that the rain-stick, with its long tone, sounded like thunder.

99. Pupils learn effectively because they are keen to succeed. They listen and evaluate each other's performance with good judgement. Behaviour is excellent at all times and pupils demonstrate good discipline, playing the instruments only when asked to do so and treating them with great respect. The teacher's response to pupils' work is sensitive and encouraging, and the pupils rise to the challenges she set as the lesson proceeds, for example planning a sequence to describe a changing weather pattern. Pupils listen carefully and identify the weather according to the sound they hear, one pupil choosing an unexpectedly jangling sound to represent sunny weather, explaining that sunny weather means 'barbecue'. Pupils have opportunities to perform and contribute to a range of musical experiences and school productions. While the subject is restricted to one session per week a high percentage of pupils receive instrumental tuition and have the opportunity for choral singing. The curriculum is enhanced by a variety of visiting musicians and through such opportunities, children are able to experience music drawn from non-European traditions. The annual production, for which the school is renowned, allows every pupil to perform to an invited audience. Resources are very good. Work in books is limited, but indicates investigations of such musical elements of pitch, tempo, dynamics and different ways in which music is used for particular purposes, for example in dance.

PHYSICAL EDUCATION

100. All pupils were seen being taught dance, which was the aspect of the curriculum planned for the second part of the spring term, along with games and swimming. The school has no accommodation suitable for gymnastics but makes regular use of a nearby village hall. Nevertheless, the school manages to cover the requirements of the National Curriculum programme of study, with some limitations to gymnastic activities due to the lack of apparatus to perform sequences of movement.
101. Standards in dance and the gymnastic elements of dance are above average in the infants and well above average by Year 6, due mainly to consistently good or excellent teaching by two specialist teachers on the staff. Standards have improved since the last inspection. By Year 2, pupils show good control over their movements; they can balance and hold a shape when music pauses and show a very good awareness of space as they move to music. The combination of dance and gymnastic movements is effectively promoted by teaching. Pupils are encouraged to reflect on what they have done and suggest ways to improve their skills of moving across the floor. Pupils worked hard in the lesson observed. The pace was brisk and not a moment was wasted as the pupils went from practising movements to putting them together in a sequence of movements to eight beats of the music. Pupils learned well because of the high expectations and good knowledge of the teacher. They also behaved very well, concentrated, and persevered. They showed very good levels of confidence in performing for each other.
102. The standards continue to rise as the pupils make progress through the school due to very good and excellent teaching by a specialist teacher in the juniors. Challenging demonstration of a dance sequence involving a series of steps, which was challenging for Year 3 and 4 pupils. More confident and less confident pupils were partnered and they mirrored each other as they learned the sequence in preparation for a performance. An arrangement of the limited equipment in the village hall helped the pupils follow the sequence as they started to practice their dance sequence to the West Indian rap, which was part of the music played. Groups were chosen to demonstrate and to have their dance evaluated by the rest of the class. The finale showed to good effect how successful the pupils are in putting together a sequence and performing with confidence and high levels of skill. A parent volunteer, a qualified dance teacher, worked with the older pupils to show them how to break dance. The teaching of this lesson was good. The teacher and dance teacher worked together and at all times very good attention was given to health and safety. Pupils showed they can incorporate cartwheels, twisted handstands, backward shoulder rolls and handsprings into their dance sequence. The high attainers demonstrated this with a high level of skill as several pupils attend gymnastic classes outside school. The school has a long tradition of performing dance sequences to large audiences, for example, at the end of the year all Year 5 and 6 pupils take part in a local dance festival held for all schools in the authority.
103. Provision for games in the school is restricted due to lack of appropriate space. The playground is used to practise skills and practices are held for netball and football after school. As the school is so small, almost all pupils have the chance to represent the school in competitive games. The netball team narrowly missed winning the local netball league during the inspection. All pupils learn to swim by the time they leave Year 3. Swimming is taught from Year 1. The school has a concern that pupils learn to swim as soon as possible because of the proximity of the River Ouse that runs alongside the village. Parents help to transport pupils to and from the swimming pool in York.

RELIGIOUS EDUCATION

104. During the week of inspection, it was not possible to observe any lessons. Judgements are based on work in books, displays around the school and particularly on talking with children about work that has been covered. Planning is based on a two-year rolling programme for younger pupils and a four-year programme in junior classes. Work in books confirms that the school secures continuity and progression in line with the curriculum plan for each key stage.
105. Standards by Year 2 and Year 6 are in line with the expectations of the agreed syllabus, which suggests that standards have been maintained since the previous inspection. A scrutiny of completed work shows that pupils are able to write about themselves within their family and reflect on their experiences and describe relationships. They know about the major celebrations and festivals of Christianity, Hinduism, Islam and Judaism and have a satisfactory knowledge of stories from the Old Testament, such as Joseph and his coat of many colours. Art and design work on producing a coat for Joseph indicates that children are linking different aspects of learning into their religious education curriculum. They know about the Bible as an important text for Christians and extend this to other faiths, for example to the Holy Koran for Muslims and to the Torah for Jews. From displays of work around the school pupils are learning about the importance of symbolism in different faiths and the significance of artefacts.
106. Teachers plan well and staff structure their teaching to encourage meaningful investigations and raise questions to promote deeper understanding. Planning for the subject indicates that children are learning about the life of Jesus. They learn about what it means to belong in religious terms and develop this further to consider citizenship and life in a multi-faith society. In the summer term, visits to churches and other places of worship are planned, so that pupils will be able to consider the essential similarities, as well as the differences, in faith communities.